**Structured Small Group Program Template**

**Component #1: Needs, Goals, Objectives**

**Title of your Group Program: Who wants to be a millionaire?**

1. **Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement (Rationale/Need).**

Based on the school report card, dropping out and not finishing high school is a very real and serious problem in Greenville, South Carolina. Students who only have education up to the high school level limit their income potential because they limit their career options. The point of this group is to educate students on the career choices they have and the effects of the choices they make. Students will be encouraged to engage in some form of post-secondary education. Using information provided by the University of Washington students will come to understand how their earning potential could increase with an increase in their educational level. Seniors in the high school are also surveyed each year before they graduate to track their course after high school. A large number list that they will be entering the work force straight out of high school and not attending any post-secondary schooling. These students are often not provided with the information needed to accurately make career choices while they are in high school. In order for them to make informed decisions this group will work to encourage good decision making skills as well as skills needed to gather the necessary information to make their career decisions with**.**

**Population: (brief paragraph)**

This group will be composed of high school males and females, in their junior or senior year of high school, who have taken the ASVAB test. The group will be comprised of 10 students. They will come from different socioeconomic backgrounds, ethnicities and different tracks in school. The majority of these students will not currently have any post-secondary educational plans.

**Recruitment and Screening: (brief paragraph)**

Recruiting will be done using flyers around the school, letters home to parents, and a similar letter sent to teachers. Screening will be done using interviews. The recruiting will be done over a two week period and screening will occur the following week. Students can be referred by the guidance department, teachers, or parents. Students will be ruled out based on their answers in the interview. Because the group is based on students career planning and exploration if a student has already made the decision to attend college, and pursue a specific career the group will not be as helpful for them.

**Group Structure: (brief paragraph)**

This psychoeducational group will be offered two times in the fall and two times in the spring and each time will meet for six sessions. The group will meet during study hall in the library for 30 min each session so that the group will also have access to computers when needed.

1. **Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

Students attending this group at the end of the six session’s students will be able to understand the importance of informed decision making on their lives will be able to access the information regarding different career options. Students will be able to actively research careers and schools to help them make informed decisions about their career and understand the impact of their decisions. Ours schools mission is to provide students will an education and make them productive members of society. By providing them with information that will affect their futures we are better preparing them for the real world.

1. **Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**
2. Students will be able to institute one of the techniques talked about in class for making decisions.
3. Students will look at the number of decisions that they make and how these will affect their future.
4. **Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**
5. Students will be able to use a given website to research career options.
6. Students will write a 1 page summary on a career of their choosing.
7. **Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.**

Data is extremely important when creating school counseling programs. With accurate informative data we can better serve our student population. Students want to be able to look at real facts and not just take a parent, teacher, or counselor’s word for it. Without collecting and analyzing data we may be offering programs that do not align with what our school is in need of.

**Component #2: Research-Supported and Standards-Based Content**

1. **Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling*.* Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**

**Title of Session #1: Introduction/Decision Making Skills**

**Brief Summary of Session:** The group will introduce themselves and begin discussing the importance of decision making. When looking at decision making we will talk about why making good decisions is important and how we can work on making good decisions. These skills will be used in later sessions to help students make the important decision of deciding on a career.

**Theoretical Orientation:** Reality

**Specific Group Technique:** Confrontation, redirection, reality of job market and life

**Duration:** 30 minutes

**Materials/ Media:** pre-assessment, paper, pen, dry erase markers

**Core ASCA Standard(s):**

A.1. Responsibilities to Students

A.2. Confidentiality

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

A.6. Group Work

C.3. Collaborating and Educating Around the Role of the School Counselor

**Core State Academic Standard(s):**

Linear, Quadratic, and Exponential Models★ F -LE

**Objectives:**

1. Students will be able to institute one of the techniques talked about in class for making decisions.
2. Students will look at the number of decisions that they make and how these will affect their future.

**Assessments**: Pre Assessment

**Procedures/ Instructional Strategy:**

**-**rules

-introduction

-pre assessment

-decision making skills

-pro-con comparison

-how college can affect career choices

**Homework/ Ownwork**: Try to use the pro con concept to help make a difficult decision

**Group Stage and Emerging Issues*:*** Initial Stage, still forming trust and relationships with each other

**Title of Session #4:** Career research

**Brief Summary of Session:** This session would take place during the working stage of the group. Students would be introduced to onetonline.org. Through this website the students will begin to research careers of their choosing. They will find information pertaining to job outlook, pay, work context, and job zone. After being walked through the steps of using onetonline.org students will then have to research a job of their choice and do a write up on it to bring back to the group. They will discuss the information they have and be able to ask any questions and share any positives or negatives with their career search.

**Theoretical Orientation:** Reality

**Specific Group Technique:** Confrontation, redirection, reality of job market and life

**Duration:** 30 Min

**Materials/ Media:** Computers onetonline.org

**Core ASCA Standard(s):**

A.1. Responsibilities to Students

A.2. Confidentiality

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

A.6. Group Work

C.3. Collaborating and Educating Around the Role of the School Counselor

**Core State Academic Standard(s):**

Standard E3-5- Use a variety of purposes and audiences when writing

**Objectives:**

1. Students will be able to use a given website to research career options.

2. Students will write a 1 page summary on a career of their choosing.

**Assessments**: students will be assessed on their 1 page summary

**Procedures/ Instructional Strategy:**

We will go over the rules again, and review what was done in the previous session. After this students will be introduced to onetonline.org which they will use to do career research. After being walked through to process of using the website and the terminology used students will have homework to do regarding a career of their choice.

**Homework/ Ownwork**: write a 1 page summary on a career of their choice

**Group Stage and Emerging Issues*:***

Some students may not be willing to share their career preferences with the group. Also dumping could occur when talking about the financial aspects of college and discussions with their parents about their decisions regarding careers and college. Some students may also have limited computer access which will be addressed with the group to ensure all students know they may use the computer lab when needed.

**Component #3: Ethical, Legal, Multicultural**

1. **Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

The counselor must receive informed consent from the parent for the student to be able to participate in the group. Although students will be reminded of the importance of confidentiality, it cannot be guaranteed in a group setting.

1. **Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**
2. **Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**

The group will be sensitive to cultural and socio-economic differences of the group members. They will be reminded that regardless of their race, economic status, gender etc. they are all able to pursue the careers of their choice without group members making any rude comments. We will go over the rules at the beginning of each session to ensure that students remember to be open to new things, positive and confidential.

1. **Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.**

Students will discuss any issues of cultural differences that may come up in group. Group membership is voluntary and members may leave at any time if they choose to do so. Legal issues such as confidentiality will be stressed to the students and signed consent will be received from all participants. Termination of membership before the end of the group may affect the other group members involved.

**Component #4: Program Evaluation**

1. **Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**
2. **Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**
3. **Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling**

**It is important for counselors to**

**References (list format at the close of section #4 in Livetext)**

**Baker, H. E. (2002). Reducing adolescent career indecision: The asvab career exploration program. The Career Development Quarterly, 50(4), 359-370.**

**Department of Education, (2011). Annual district report card. Retrieved from website:** [**https://ed.sc.gov/data/report-cards/2011/district.cfm?ID=2301**](https://ed.sc.gov/data/report-cards/2011/district.cfm?ID=2301)

**What is a college education worth.. for the citizens, community, employers, state and students. (n.d.). Retrieved from http://www.washington.edu/externalaffairs/pdfs/college-education**

**Component #5: Scholarly Writing**